

Four selected for essay contest

Howe was represented by 27 juniors in the National Council of Teachers of English (NCTE) writing contest, Feb. 9.

Four of these students were chosen to submit entries to the state and national competition. They are Don King, Karen Marshall, Karen Stewart and John Solberg.

Contestants were required to write an impromptu essay on one of the following topics:

- "Rebels frequently appear in society, literature, and media. Assuming the

various roles of destroyer, savior, creative artist, etc., describe your attitude toward rebels and explain how your experiences with literature, media and history have helped you shape your attitudes.

- "On T.V. young people are exposed nightly to a dose of complex human problems. The problems are solved to everyone's satisfaction at the end of minutes. This is why young people of today are so impatient; why they demand instant gratification of their wishes; why

they are willing to go below the surface of an issue.

On the national level, about 876 finalists will be selected. Teams of judges from the candidates' states, consisting of high school and college teachers, will evaluate the entries for content and form.

Winners' names will be published in a booklet and distributed to colleges and universities. A letter from NCTE will also be sent recommending college entrance.

Thomas Carr Howe High School

Tower

Volume 41, No. 9 March 9, 1979

Briefs

Theatre . . . "The Diary of Anne Frank" will be presented at the Indianapolis Civic Theatre at a special "student rate" of \$2 with student ID tonight, Saturday, and Sunday. Regular box office prices are \$4 and \$5.

Music Contest . . . Howe captured 10 first division ratings at the Indiana State Solo and Ensemble contest held Saturday, Feb. 17 at Arsenal Technical High School.

Art Awards . . . Six Howe students received Gold Key awards at the 1979 Regional Scholastic Arts Awards ceremony March 2.

Gold Key recipients were juniors Eunice Caldwell, Jill Purvis, Brian Hodnett, seniors Barbara Bennett, Julie O'Haver, and Brad Gildea.

SAT . . . Late registration for the March 31 Scholastic Aptitude Test (SAT) is due today. Forms to be mailed are available in the Guidance Office. Cost of the test is \$8 and an additional \$5 for the late registration.

Seniors hope to 'get even' at senior-faculty game

The senior-faculty basketball game is tentatively scheduled for March 16 at 7 p.m. in the north gym.

"The date depends on how far our basketball team advances in tournament play," said Jeff Haboush, co-chairperson for the event.

The Student Council sponsors this annual event. It is a Council fund-raiser as well as a chance for the seniors to "get even" with the faculty.

There are 14 players and two alternates in addition to the coach. The Faculty Team is being organized by

"Fabulous Fink" and his "motley crew," according to Haboush.

The money raised will go towards repairing the Tower clock or the public address system in the auditorium.

Elaine Calhoon, co-chairperson, stated, "the money that is raised will also go to send Council members to summer workshops and the national convention."

Miss Calhoon added the Student Council is planning other fund raisers such as a carnival, an "Everything Goes," and a car-smash.

Stout wins human relations award

By Nancy Janes

Junior Rhonda Stout is Howe's recipient of the Human Relations Award presented by the National Conference of Christians and Jews (NCCJ).

The NCCJ is a nationwide non-profit human relations organization whose goal is to eliminate prejudice and discrimination.

Miss Stout, along with 16 other high school representatives, received the award at a luncheon in observance of Brotherhood Week sponsored

by the Indiana Region of the NCCJ. The luncheon was held in the Essex Hotel Feb. 20. Last year's representative from Howe, Senior Cathy Hill, presented Rhonda with her award.

In order to be eligible, representatives must have provided leadership in activities which promote understanding and cooperation between people of different religious and ethnic groups, must have personal behavior that demonstrates respect and consideration for all persons,



Seniors Andy Wilkinson, Rick Gunderman, and junior John Solberg confer on an answer during the second round of Channel 13's Brain Game March 1. Howe lost to Beech Grove 62-42. (Photo by Doug Hvidston)

Big bucks mandatory to make prom possible

By Leslie Cox

Plans on how to pay for this year's junior-senior prom are under way.

The prom will be held at the Columbia Club, June 1 with Malachi performing.

According to senior class president Sherri Buchanan, deposits for the band and ballroom must be paid soon.

All deposit money will have to come from the senior treasury. Juniors will be responsible for having some money making-projects to repay the seniors.

Variations in ticket prices will also help the juniors repay their loan. The cost for seniors, who have paid their senior dues, will be \$7. Cost for seniors who have not

paid their dues and for juniors will be \$12.

Miss Buchanan added that a junior-senior powder puff basketball game is in the making in order to earn money for the prom. "We're trying to get the game scheduled for right after state. That way people are still in the basketball spirit."

Principal Frank Tout said the "big money" really is not in car washes and similar activities, but in presentations. Tout attended a junior presentation at Northwestern High School and said, "What the students lacked in talent, they made up for in enthusiasm." The Northwestern junior class made about \$6,000.

and must be respected by other students for activities and efforts to improve human relations within the school.

Miss Stout said the representatives are "supposed to work to help the school get over racial and other differences." She said they will meet once a month to discuss any problems about differences and try to find solutions to these problems.

A committee consisting of Pat Aman and Norma Rauch

selected Miss Stout with Principal Frank Tout's approval. Mrs. Aman explained that random teacher and student recommendations were accepted and Miss Stout's name appeared more than any other student.

Mrs. Aman feels Miss Stout is an excellent representative because of "her relationship with people and the impression she makes."

"She has a great feeling for people—adults and students," said Mrs. Aman.

1979 SECTIONAL CHAMPS!

Inadequate credit system needs revision

As many seniors begin to evaluate their plans for the future and possibly apply for admission to colleges, they are realizing the fallacies of the high school class ranks.

Presently, the system does not take into consideration what class level (slow, regular, or gifted) a course is rated. A student who has taken all slow classes and received "A's" could end up with a higher class rank than a student who has taken gifted classes and made "B's" or "C's".

This is ridiculous, since the slow student is not expected to put out the same amount of work to acquire an "A" as a gifted student. Perhaps this system might even cause a slow student to have the same qualifications to be in the National Honor Society.

Naturally, if this can happen, the meaning of having a class rank is abolished. The purpose of having a class rank is so that seniors can compare themselves to others at the same grade level.

Warren High School solved its problem by not including special education students in class rank. However, the school gives no extra credit to honor courses. The person who sails through high school taking advanced basketweaving can still beat an honors person.

Pike High School does have an adequate class rank system. In averaging class ranks, slow classes have one point subtracted while honors courses have one added. This does not affect the student's grades, only his class rank. This way the honors student receives the credit due him for taking that extra step in education, while the regular student is not affected.

This also gives colleges a more precise method of comparison of the seniors at Pike.

The Indianapolis Public Schools could use this system as well. It would satisfy a lot of students and faculty who think the honors students are being cheated by the fly-by-school straight "A" student.

Gymnasts complain about negative story

Dear Editor:

The men's gymnastic team was disappointed in the article appearing in the last issue of the *Tower*. The article

stressed many of the negative aspects of the team without mentioning many of its strong points. This might have discouraged some spectators from attending the meet.

The team members have shown great improvement during the season and have outstanding people in each event. The team hopes to send four of its members to the State championship meet which will be March 10 at Warren Central.

Joey Cornett
Malcolm Curry
Grayling Glenn
Marc Scroggins

INDIANAPOLIS PUBLIC SCHOOLS

GRADE REPORT

CODE 593650 THOMASCARRHOWE PHONE 357-5929

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1	8	PHYSICS	2	HAMMOND	1	A	0	A	1	A	1	8	A	1
2	7.94	GOVERNMENT	3	PUGH	1	A	1	A	1	A	2	8	A	2
3		CALCULUS	2	RHODE	1	A	0	B	1	A	1	6	B	1
4		PHOTOGRAPHY	3	MASS	1	A	0	A	1	A	1	8	A	1
5		CHEMISTRY	2	KEATON	1	B	0	A	1	A	1	6	A	1

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Editor-in-chief discusses outline of paper policy

Dear Students and Faculty,

Recently, several questions about the policy of the *Tower* have been brought to my attention. What receives coverage in the paper?

There are points we must consider just like every other paper, such as timeliness, newsworthiness, interest to readers, and space availability.

Timeliness means it just happened, is happening, is about to happen, or some new aspect of something is brought up to make it news.

Newsworthiness usually means things that are happening for the first time (school records, new clubs, etc.), the last time (retirement, last game of the season), or things that are in some way unique. Almost anything is newsworthy to someone.

Interest to the readers is an important consideration in deciding what to print in the paper. It involves what is happening in the school (surplusing, etc.) and opportunities (SAT dates) as well

as entertainment. What is interesting does not necessarily mean you want to hear it. It means it needs to be heard and affects you as the student body. Reader response helps a lot by letting us know what is interesting to you. I must admit however, that this year you, faculty and students, expressed views on a number of issues. I hope you will continue responding through Letters-to-the-Editor and Action Line.

The last point seems to crop up at the last minute, when we really find out what we have room to put in. Usually, we hit pretty close on the nose because by the time we cut out the editorializing to make the articles objective and factual, the stories fit better. Now, on the sports pages we always end up with too much and there is no way we can print a story about each team every issue. So we try to get a picture and at least one story about each team in the paper during their season. It is not easy, considering most meets and games fall too early or late to meet our deadlines, but we try.

I've tried to sum up a difficult process of selecting the articles to be printed in *Tower* in a few paragraphs and more likely even this article will get cut so that it fits in the paper.

Sincerely,
Laura Taylor
Editor-in-Chief

Howe offers sympathy

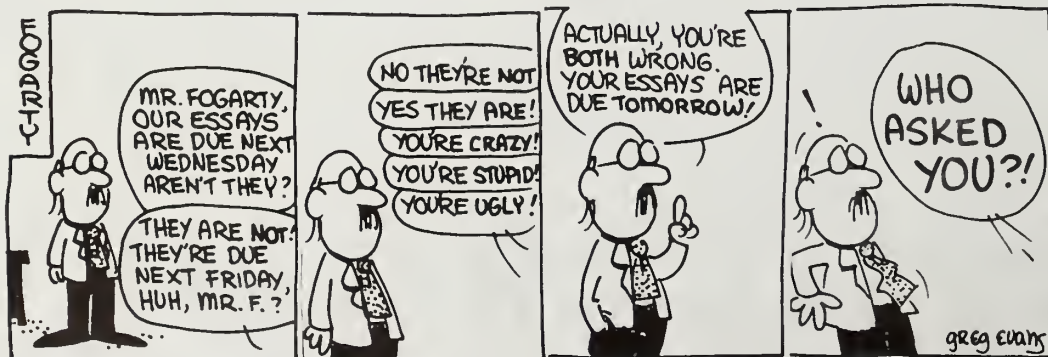
The students and faculty of Thomas Carr Howe High School offer their deepest sympathy to the family of Mark Roeschlein, who died Feb. 28.

Mark, graduating from Howe last year, was a member of the golf, tennis, and swim teams. He also participated in basketball and football during his freshman year.

Mark was a good student and will long be remembered by his teachers and friends.

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Counselor, teacher question class rank system

By Michele Hawkins

The validity of Howe's grading and class ranking system is being questioned by counselor Norma Rauch and social studies teacher Gerald McLeish.

They do not believe students should be penalized for taking harder or advanced courses. They feel the difficulty of a course should be a determining factor in class ranking.

Most kids have a definite opinion about what the most important aspect of education is. Some students are concerned only with grades. Other students prefer to learn rather than worry with

grades, and class ranking.

"A lot of students don't want to take physics, advanced math, and certainly calculus unless they're sure they will get an 'A,'" stated Mrs. Rauch.

Mrs. Rauch believes there should be some way for students to take a course without the burden of a grade. Students would get credit for the subject, but their performance in the class would not be evaluated and would not affect their permanent record.

"It would be nice if students, purely for knowledge sake, could take a class not having to worry what it

would do to their high school record," Mrs. Rauch said.

She also stated many students not only refuse to take more difficult subjects, but also will not go into advanced placement classes when told they should be on that level.

Mrs. Rauch feels if she is to assume students are here to learn, then she should be able to assume that students would want to be placed in an atmosphere which is challenging and educational. However, a more challenging course means the chance of getting an "A" is definitely decreased.

Not only will a low grade

appear on a report card, but it will also damage class ranking. Because of this, many kids opt to take nonacademic classes, and courses which are below their level.

Many colleges base scholarships on class rank and scholastic achievement. College bound students want a good record and a high class ranking.

According to Mrs. Rauch, if a system could be developed which enabled students to take a class without receiving a grade, it most likely could not be adopted by one Indianapolis public school without the entire school system changing to that program.

Mrs. Rauch feels a change such as the one she discussed would have an effect on class rank.

"I believe it would change class ranking a lot in the top 20 places," she said.

At present, class ranking is based only on grades, and does not place emphasis on subjects taken. According to Gerald McLeish, if this system remains, colleges are likely to use Scholastic Aptitude Test scores as their main or only source in determining students who deserve scholarships.

Pike High School bases its class rank using a system

similar to the one Mrs. Rauch and McLeish would like to initiate.

According to Elmo Carver, principal of Pike, the classes are divided into three sections: honor, regular, and modified.

The honor classes are designed for advanced students. Modified classes are the equivalent of Howe's 'S' courses. Regular classes are for average students.

The number of points awarded for a specific class is based on the degree of difficulty. For example, a student receiving an "A" in an honor class would get nine points, but would only obtain eight points for the same grade in a regular class and seven points in a modified class.

Class rank is based on the total number of points received. Carver believes this system will always insure an honor student will be valedictorian. Therefore, pupils are not penalized for taking harder courses.

Mrs. Rauch does not believe a change in the grading and class ranking system is likely to occur because it seems that only a minority of the people would be benefited; just the gifted or advanced students.

Kayler leaves Howe after 37 years

By Susan Hildebrand

The end of this school year signifies the end of the teaching career of Social Studies department head Hartwell Kayler. After thirty-seven years of teaching at Howe, Kayler plans to retire and take up such activities as traveling, and perhaps teaching at a private school.

During his teaching career at Howe, Kayler has witnessed many changes.

When he first began teaching at Howe, there were about 600 students and 36 teachers.

Kayler remembers the difference in student dress since his first years at Howe. For example, boys wore

shirts and ties, and slacks were never permitted to be worn by girls. He attributes the differences to the changes in values over the years.

Kayler concedes that there is "general decline in parental interest" in schools as indicated by the falling numbers of attendance at PTA meetings.

He said that there is "... no decline in intelligence. Perhaps the students are brighter now but a smaller percentage of the students actually take advantage of the opportunities offered."

Kayler asserts the changes which have come about since he had David Stewart,

Jim Stutz, and Gerald McLeish in his classes include changes in the building, a more capable student body, and more rapid maturation of the students.

When asked of the highlights of his career at Howe, Kayler replied that all his days have been good and all things had been enjoyable. He added the most important events of his life occurred while teaching at Howe, such as his marriage and the birth of his child.

As Howe bids good-bye to the man who contributed 37 years of service Hartwell Kayler leaves the students who have helped to keep him young.

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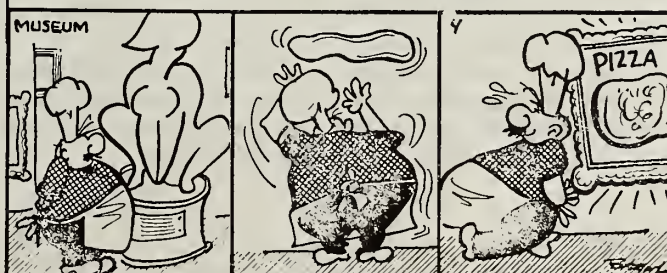
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GETTING TO KNOW

A Satire

Calling planet Earth Beep! Beep! Hello?

By Karen "Z" Stewart

Sitting in class, day after day, getting through each boring period. There must be more to high school, right? Well there is.

The Tower has checked out some of the ways to make students' lives more meaningful, and come up with these brand-new self-improvement methods.

First is the microlab. This new method of self-improvement takes the participant into his own fantasies, to discover his own hang-ups. Come with us now while we take an itty bitty, teeny weeny, mini-micro lab. Now close your eyes. If you are reading this sentence you don't have your eyes closed and you are cheating. This should tell you something about yourself already—you are a cheater. Let's try it again. Imagine yourself climbing a steep hillside with a herd of sheep grazing lazily along the ridge. Feel the soft turf under foot. Suddenly you step in something soft and mushy—sheep doo-doo.

How do you react? Now walk down the other side of the hill. Suddenly you find yourself on a ship at sea. Then the scene changes to Washington, D.C. You're feeling slightly seasick, maybe from being on a ship or maybe from so many quick scene changes.

Now come back to Earth. If you didn't learn the meaning of life, you missed the whole point of the exercise and you must go back and do it again until you get it right.

Another method of self-improvement was developed specifically for high school students. It's called "I'm O.K., you're a freshman." It is based on the idea that no matter how bad things get, there is always someone lower than you are. Take for example, a day when nothing is going right. Say, you have two days of make-up English due; you flunk an exam; you get fired from your job; and kicked off the gymnastics team for smearing egg salad on the high bar. Just as you're at the point of suicide, you can always say to yourself, "Things could be worse; I could be a freshman." There, now don't you feel better?

A less famous but still effective method for improving yourself is the communal method. This is a very flexible type of treatment since any group of people can band together and form a commune on any idea that pops into their heads. One, in theory, could form a community on the idea that gophers are the messengers of God on earth, and center the entire community around the worship of the creatures. Of course, this is a little off the wall for most. Basically, groups stick to more simple concepts such as sun-worshipping and nudist colonies. Communal living can be an interesting and enlightening experience for those who can stand it.

Don't you feel better since you read this article? If not, you read it wrong. Go back and get it right!



ALL ABOUT YOU

Transactional Analysis philosophy: 'I'm O.K.- You're O.K.'

Transactional Analysis (T.A.) teaches the concept that in every person there is really three different people: the parent, adult and child.

The parent is the voice inside who says, "Do your homework," and other parental phrases. Sometimes referred to as the Conscience, the parent speaks subconsciously, telling the difference between right and wrong. The parent also enjoys doing things for others and being generous.

The adult is the person inside who figures things out. He thinks, learns and makes decisions. He attempts to be rational about everything.

The child, on the other hand, is the irrational one. He enjoys running and playing and being irresponsible. The

child also carries most of the feelings, being sensitive as most children are.

T.A. deals with how these three selves interact in everyday life. It teaches one how to control reactions in certain situations to suit the way that he wants to respond.

T.A. also teaches about "strokes". A stroke is the response one person gives to another. There are four different kinds of strokes. Good strokes, as when someone says, "I like you." Bad strokes, such as "You're stupid." Earned strokes are good strokes received from doing something nice for someone else and a free stroke is much like a good stroke and isn't necessarily earned.

A "Brown Stamp" is like a grudge. When someone receives a bad stroke, he can print a brown stamp and keep it in his memory just like shoppers keep green stamps in books to save for a prize. There are prizes that go along with saving brown stamps, too. That kind of prize would be a temper tantrum or an explosion. Take for instance a time when someone becomes very angry over a very little thing. That person has probably been saving brown stamps and is now collecting his prize.

There are other things that can be done when receiving bad strokes. Brown stamps don't have to be kept. They can be thrown away, or not even printed. To throw away

a brown stamp, one can just talk to the person who is passing out the bad strokes and express one's feelings. Then, after the feelings are expressed, the brown stamp is out of the way. To not print a brown stamp, one must assume that the person passing out bad strokes isn't doing it intentionally. Just assume that it was an oversight, not meant to hurt.

The slogan and main point of T.A. is the saying "I'm O.K. — You're O.K." T.A. preaches the idea that if one believes that he is O.K., then he can accept others as they are — as O.K. people, too. Being O.K. means having the freedom to be one's self and become one's own person. That is essentially what T.A. is all about.

T.M. transcends tension

One of the most popular fads to survive from the 1960's through today has been transcendental meditation. Originating in India, TM has taken the U. S. by storm, and claims over 500,000 relaxed devotees.

TM's goal is to allow each person to find his or her own inner self. The discipline uses no "teaching" except simple basics which get the rookie meditator started, the theory being that everyone must find the method that works best for himself.

Here are some of the basic steps in ascending the meditative ladder of transcendental meditation.

First, each pupil is assigned a "mantra". These are usually nonsense sanskrit syllables, which the meditator repeats to himself as he meditates. The word serves as a focal point for the attention, and each time the pupil finds his mind wandering, he gently returns to his mantra.

Each pupil is encouraged to meditate in the classic "lotus position", with crossed legs and the heels placed on the thighs, but the simpler Indian-style pose serves the same purpose. The key is to find a comfortable position with the back straight.

The "where" of meditation really doesn't matter, but the beginner should opt for a quiet-place where he will not be disturbed.

At first, the pupil will meditate only once a day, either in the morning or evening, for twenty minutes. As his attention span becomes greater, he may increase the time. Most experienced meditators meditate upon arising and before retiring for twenty minutes.

The goal of meditation is to enable its practitioners to lead a more relaxed, "together" life. Medical authorities are discovering many other benefits, such as; lower incidence of high blood pressure and heart disease, as well as other stress related health problems.

More importantly, claim avid gurus, meditators often lead happier lives, since they try not to worry so much. Thus, a meditator may be able to concentrate more on his goals and less on more trivial problems.

Is meditation worth the time, effort and expense (at least \$75 for students' for formal instruction)? One thing is certain, learning to meditate now may save many \$50 hours in a shrink's office later.



Howe captures sectional crown

By Pat Gannon

Excellent team balance paved the way for the Howe men's varsity basketball team as the Hornets captured their first sectional crown in 13 years by crushing Manual High School, 88-68, in the championship game of the Southport Sectional Saturday night.

The Redskins were on top, 18-17, at the end of the first stanza. But the second quarter belonged to Howe as they ran off 10 straight points early in period two and finished the half with a 36-29 lead.

Determined to avenge a 71-69 regular season loss to Manual, the Hornets put the Redskins to sleep early in the third quarter, taking a commanding 43-31 lead. They never looked back.

Coach Jim Stutz felt the Hornets possibly played their best game of the season. "The difference was the offense, we didn't play too well offensively against Decatur Central," he stated.

Another key factor was Howe's ability to stay out of foul trouble throughout the entire game, as the Hornets had just seven fouls called against them. "This kept them off the free-throw line most of the night," Stutz commented.

Brian Edwards led all scorers with 31 points. Phil McKay added 22 for Howe.

The Redskins were paced by Bryon Frierson's 21 points.

Before tangling with Manual, the Hornets first took on the Indiana School for the Deaf in the quarter-finals, then desperately fought off the Hawks of Decatur Central in the semi-finals.

In their first tourney game with Deaf School, Howe ran off the first 16 points of the game en route to a thrashing 99-32 victory. The Hornets broke a school record for field goal percentage, hitting 47 of 63 for 74 percent. Five players achieved double figure status in Howe's victory.

In semi-final action, Howe nipped Decatur Central, 66-64, in overtime as Ronnie Wills, playing with a bad ankle, tossed in a 12 footer as time ran out to send Howe into the championship game.

Neither the Hornets or the Hawks could build up a substantial lead throughout the contest. Then, with just over four minutes remaining, the Hornets took a 56-50 lead. Decatur Central battled back on two consecutive three-

point conversions to tie the game at 56.

With less than a half minute to go in regulation, the Hornets held a two point lead. However, Decatur Central's Coy Lickliter, who led all scorers with 22 points, sent the game into overtime on a jumper from the top of the key with five seconds remaining.

Brian Edwards, who led the Hornets' scoring attack in all three games, poured in 16 points. Ronnie Wills and Rick McKinstry followed with 12 each, with Bob Phillips and Virgil Gavin netting 10 a piece.

Cornett leads gymnasts in sectional

Howe's gymnast Joey Cornett's first place sectional finish at Howe March 3 will advance him to the state finals tomorrow at Warren Central High School.

Six of the 39 Indiana high school men's gymnastics teams competed for the sec-



Howe's John Kelley looks to pass to Jimmy Brown (32) in Southport Sectional action against the Indiana School for the Deaf. The Hornets whipped the Orioles 99-32. (Photo by Dave Welch)

tional title. The teams included winner Ben Davis, 124.92, second place Warren, 124.48, Pike, 119.45, North Central, 99.30, Howe, a season high 90.45, and Cascade 78.38.

At least 60 gymnasts participated in sectionals. The four highest scorers in each

event will compete in the finals.

Cornett scored a 7.4 on the high bar and placed seventh in vaulting.

Other high points for Howe were Ralph Linville's seventh in all around competition and Grayling Glenn's eight place in floor exercise.

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Coaches preview upcoming regional action

By Jeff Oberlies

Hinkle field house will be the site of tomorrow's Indianapolis Regionals where Coach Stutz and the Hornets will go after their second regional title.

Southport Sectional champion, Howe is paired with Ben Davis Sectional champion, Washington, for the noon game, and Indianapolis Sectional champs, North Central, meets Franklin Central at 1:30 p.m.

This will be the second time the Hornets will face Washington this season, beating them earlier by an eight point margin, 79-71. However, Coach Stutz feels it is a brand new ball game and that, "we'll have to go at the Continentals hard."

Washington Coach Basil Sfreddo feels, "In order to stop Howe you must have a strong defense and be able to cut off the inside from the Hornets."

"Howe and Washington have the worst way to go," said Coach Sfreddo, "We've got to play each other and then play North Central it looks like." Coach Sfreddo added that he feels the winner of the Howe-Washington game will win the regional.

"Howe and Washington are more physical than North Central and that should go a long way on the battle of the boards," he said.

Franklin Central does not seem to be much of a threat

to the Hornets. Having lost to Howe earlier in the year 64-51, they must first get past North Central to gain entry into the Hornets nest.

Franklin Central Coach Norm Starkey would not comment on the Hornets, saying only, "The only team we're being worried about is North Central. We have to beat them first."

North Central Coach Arlan Lickliter's main concern is winning the first game against Franklin Central. Coach Lickliter said, "I haven't seen any of them play, so we're just going to have to play it by ear."

"We have pretty well balanced scoring and play a pretty heady game. I'd say those are the two most vital factors," said Coach Lickliter of his ball club.

As for team weaknesses, Lickliter said he has not found any yet for the Panthers.

The Panther coach said the winner of the regional will be the team who plays the most consistently and be able to do the things they have been doing successfully the last couple of weeks.

Overall, Coach Lickliter said, "We're going to have to concentrate on the things that are positive for us, instead of worrying about the other three teams."

On the regional pairings, Hornet Coach Jim Stutz feels Howe and Washington match up well but North

Central will probably defeat Franklin Central without much difficulty.

Coach Stutz had a lot of praise for the Panthers saying, "They're a good ball club. I think they are right at the peak of their game. They are an experienced team with good shooting and good speed, but they're not as big as we are."

For Howe, Stutz had equal

praise. "We've played good defense, and are rebounding well. We have good speed up and down the court. We're playing together much better than we did for awhile," he said.

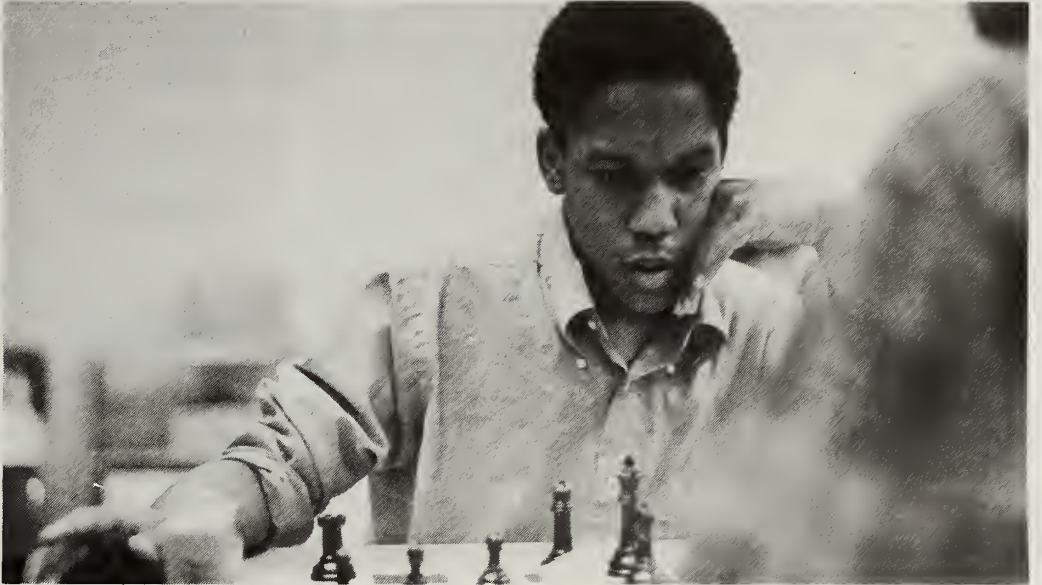
Stutz feels Howe still needs to be more patient on offense and look for the better shots.

Over all, Coach Stutz said, "We're in a position a lot of teams would like to be in, and

a lot of our teams would have liked to have been in, in the past, and weren't. So we want to make the most of our opportunity."

With a 19-4 record, most coaches feel Howe is a slight favorite to win the regional.

When asked what it will take to win the regional, Coach Stutz was quick with his answer, "Two games like we played against Manual."



Freshman Chris Graves concentrates on his next move in third round competition of the City-County Chess Tournament. The Hornets and Manual High School Redskins battled to a 2½-2½ draw. (Photo by Scott Handlon)

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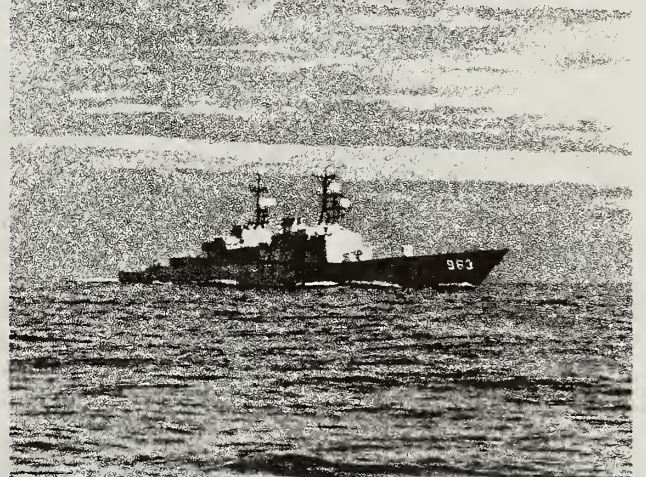
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New discipline program under way for Howe

By Diana Hartley

Howe High School, one of five Indianapolis schools with disproportionate minority student suspensions, has been selected for an alternate discipline program, beginning this semester.

Positive Alternatives to Student Suspensions (PASS) is designed to reduce student suspensions and expulsions by dealing with behavioral problems in a positive manner. Principal Frank Tout stated, "Our aim is to help students identify and understand behavior."

PASS provides a sequence of strategies designed to minimize improper behavior. Activities include: Staff Development for a Humanistic School, The Whys and Hows for a Student "Time-Out Room," The Training of "Time-Out Room" Personnel, A Student's School Survival Course, A Student's Home Survival Course, Basic Encounters for School Personnel, Basic Encounters for Secondary School Students

and Humanistic Activities in the Regular Classroom.

The "Time-Out Room" provides a temporary educational environment for students and gives them a chance to discuss their problems with a trained resource teacher.

Helping Students Survive at School and at Home are PASS Program courses. These 12-week courses take a positive approach which avoids personally destructive confrontations.

Also included in PASS is Humanistic Activities in the Classroom, a 12-week program which helps create a positive environment where students develop a feeling of belonging.

PASS was established in the Pinellas County School District, Pinellas County, Fla. in 1972. An examination of the suspension data for secondary schools from Sept. 1971 to June 1974, indicated the schools participating in the PASS program experienced a decline in suspensions.



History buffs

Betty Hempfling, Dan Hawkins, Ron Finkbinder, Rick Gundersman and Professor Robert Ferrell of the IU history faculty refer to an IU campus map during their history seminar on "The American Presidency and U.S. Foreign Policy." (Photo courtesy of IU News Bureau)

Classes travel to 'Big Apple'

By Mindy Bemis

The Advanced World Civilization and International Relations classes are going to New York City for a "cultural experience."

The class will depart from Indianapolis' Union Station today at 7:15 p.m. They

should arrive in New York Saturday, March 10 about 2:30 p.m.

McLeish and Finkbinder hope to visit all the famous sights and a Broadway play in New York, including a possible trip to see a taping of "Saturday Night Live".

The main objective of this trip is to provide an opportunity for the students to observe the United Nation first hand.

"I don't anticipate any problems whatsoever," McLeish stated. "I only worry about people getting lost. We shouldn't lose anyone on the train, unless someone jumps off. We should have a good time. They're a good group of kids. It'll be a trip of a life time."

Student organizers are seniors, John Bradburn and Dennis Wall. McLeish said that "they did a real good job. They did most of the paper work."

Along with McLeish and Finkbinder, fellow teacher, Jim Arvin and parents will be chaperoning the trip.

"It ought to be a successful and meaningful trip," said McLeish.

IU initiates independent courses

By Nancy Janes

High school independent study correspondence courses are being offered at Indiana University for those wishing to earn credit for high school graduation, to get an early start on college, or simply to improve their educational background.

All independent study courses require the same work and grant the same credit as accredited public high schools. Enrollments

are accepted year-round and all courses take a full year from the date of registration to complete.

Students who attend high school must have the principal or counselor sign the application for enrollment in order to apply independent study credit towards high school graduation.

Those who are not currently enrolled in high school may write to the Independent Study Division for details of a

program that allows high school completion by correspondence. The basic requirements are be 17 years old, be out of school for one semester, and have 24 usable high school credits.

The fees for the courses range from \$12.50 to \$25.00. Also, one must purchase a study guide and most courses also require the use of textbooks or other study materials.

Any course offered for credit may be taken on a non-credit basis. Students taking courses on a non-credit basis are usually not required to take course examinations. There is no reduction in tuition fees for courses taken on a non-credit basis.

For further information, write Independent Study Division, Owen Hall Indiana University, Bloomington, Indiana 47405 or call toll-free 1-800-822-4792.

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